Kwiyagat Community Academy Charter School
Head of School Evaluation

Head of School Roles and Responsibilities: Facility and Finance, Board and Governance, Exceptional Student Services, Family and Community Communication and School Culture, Supervision of Personnel, and Upper Elementary Curriculum Development, Assessment and Supervision

The following evaluation template provides opportunity for the Board of Directors to receive critical information from which they can provide meaningful and actionable feedback each year in relation to the Head of School duties. The rubrics in each area of responsibility are designed to provide guidance and markers to designate exemplary performance, required tasks and "emerging level" of performance that need to be addressed in the evaluation process. Schedule of reports are provided at the end of this document.

a. Facilities and Finance: Prepares budgets; presents financial income and expenses; negotiates purchase and lease agreements; and plans and initiates maintenance of technology, buildings and grounds; plans for financial sustainability that support adequate employee compensation and professional development opportunities.

Facilities and Finance	Exemplary	Required	Emerging	Evidence
1. Budget and Financial Sustainability	-Prepares annual budget and 5-year sustainable plan that was created using input from multiple stakeholders (e.g. parent, staff) -Presents 5 Year Plan to the Board with narrative that addresses organizational improvements, employee concerns, enrollment option, technology and facility needs	-Submits annual budget to staff and Board to respond to anticipated school needs with the most accurate expected revenue -Presents Annual Audit and reviews recommendations -Presents Montezuma School District Annual Report -Reports on any grants	-Submits late and/or inadequate and/or inaccurate budget and audit to Board	-Financial Annual Report (e.g. projected annual budget, 5-year budget, Audit, Charter School Institute Annual Report, Grants)
2. Income and Expenses	-Presents monthly or quarterly financial report with narrative explanations and narrative of quarterly adjustments	-Submits monthly or quarterly financial report, which includes PPOR and Title revenue and expenses	-Reports are late and/or inaccurate	-Monthly Reports to Board -Budget narrative and report

3.Facility Management	-Provides detailed 5-year proactive facility and property plan with annual updates	-Presents annual update on condition of facilities and maintenance, cost/benefit of upgrades -Ensure facility is up to date with health and fire inspections and lease agreements	-Reports late, inaccurate, not updated -No updated health and fire safety inspection records available	-Facility Annual Report (e.g. Health Inspections, Fire and Safety Inspections or Reports, Lease agreements)
4. Technology Infrastructure	-Provides detailed plan for improving the use of technology for improving instruction and overall school operations and communications	-Ensures adequate access and training for community members, parents, employees and students to web-based curriculum, information and services -Ensures safety cameras, Chromebooks, Learning Platforms operational and updates contracts -Organizes system for teacher and student accounts	-Technology does not meet the needs of school community -Equipment out of date -No technology plan	-Technology Annual Report (e.g. current Infrastructure and future needs) -Instructional Technology links on website

b. Board Governance, School Leadership and Student Support: Updates board on important issues concerning school operations, including but not limited to: Unified Improvement Plan (UIP) School Report, School Goals in terms of student achievement, attendance, and other accountability goals; Governs the relationship between the school and Charter School Institute; Fosters effective organizational structures in relation to enrollment and community, student and staff needs; Oversees proper administrative tasks, such as, but not limited to enrollment management, student health and discipline records, student support services, school and event calendar, committee work, safety plans, governance policy and procedures, and parent handbook.

Board Governance, Leadership and Student Support	Exemplary	Required	Emerging	Evidence
1. Unified Improvement Plan, State and Institute Reporting and Compliance	-Prepares and adjusts school goals and UIP and other reports with multiple stakeholders (e.g. staff and parents)	-Submits annual UIP and other school reports outlining mutually developed goals to the Board with comprehensive explanations	-Submits late and/or inadequate reports to Board -Fails to use data or involve other stakeholders	-Academic Annual Report (e.g. UIP and other state and district academic and student goal reports

	-Presents to board with other representatives of the school			- Charter School Institute Annual Report
2. Shared Leadership:	-Provides clear schedule of committee meetings, tasks and Board presentations with multiple school stakeholders covering critical school issues	-Mentors appropriate individuals for specific projects -Committees have clear goals, timelines and resources to accomplish tasks	-Committee directions unclear, under resourced, uncertain timelines and tasks -Lack of appropriate mentoring	-School Committees Annual Report (e.g. individuals involved, goals and activities_ -# of employees gain more leadership roles -Staff Survey Results
3. Student Support Services	-Presents evaluation of student support services (not including Exceptional Student Services) to staff, parents and Board on ways to improve student support services; safety plans; attendance, annual testing schedule	-Ensures predictable system of student registration, updated health records, hearing and vision screenings, student testing -Ensure fair and reasonable discipline and safety plans -Clarifies policy and procedures in writing and communicated to stakeholders	-Student support services unpredictable -Several communication gaps between stakeholders	-Student Support Services Annual Report (e.g. discipline report of # of suspensions, accident reports, safety plans, testing schedule, health and vision screenings) -October Count Report (e.g. grade level, subgroups) -Parent and Employee Handbooks Parent and Staff Survey Results

c. Supervision of Personnel: Oversees and provides meaningful and actionable feedback to upper grades instructional staff, finance office and maintenance personnel; Sets goals each year based on evaluation; Encourages shared leadership.

Supervision of Personnel	Exemplary	Required	Emerging	Evidence
1. Evaluation of Personnel	-Provides clear and thorough evaluations on co-constructed evaluation template -Provides appropriate modeling of expectations that align with school goals	-Provides feedback and opportunities to recognize strengths and areas of improvement -Encourages shared leadership -Job expectations are clear and fair -Clarifies areas of growth in (a) curriculum and content (b)	-Job descriptions and evaluation criteria not identified, implemented nor updated -Lack of proper modeling of expectations	-Supervision Annual Report (e.g. updated job descriptions, specific evaluation criteria for each position, timeline of evaluation, and summary of future actions, opportunities for shared leadership)

		instructional strategies and (c) dispositions		-Staff Survey Results
2. Shared Leadership	-Facilitates shared leadership opportunities -Provides resources to achieve mutually agreed goals and activities	-Discuss shared leadership opportunities -Establishes clear goals and timelines for shared leaderships activities	-Shared leadership plan incomplete or absent	-Supervision Annual Report (e.g. updated job descriptions, specific evaluation criteria for each position, timeline of evaluation, and summary of future actions, opportunities for shared leadership) - Staff Survey Results

d. Elementary Curriculum Development, Assessment and Supervision: Oversees implementation and evaluation of curriculum and assessments in grades K-5; Ensures consistent instructional approaches; and Manages and evaluates curricular resources

Curriculum and Instruction	Exemplary	Required	Emerging	Evidence
1. Curriculum and Instruction Supervision	-Facilitates the refinement of curriculum scope and sequence in all content areas grades K-5 with best practices and emphasis on Indigenous Project Based curricular connections -Provides appropriate modeling of curriculum development -Shares with curricular resources with other schools -Facilitates shared leadership in curriculum design	-Refines adapts and clarifies current curriculum with all instructional staff in grades K-5 on regular basis using UIP goals and available data -Establishes K-5 grade level goals for individual students with specific interventions -Supervises implementation of whole group and individualized curriculum and instruction -Provides adequate training for instructional staff	-Curriculum not aligned with State Standards -Inconsistent implementation -Lack of training and discussions on curriculum and assessments -Lack of proper modeling of expectations	-K-5 Grade Curriculum and Assessment Annual Report (e.g. scope and sequence for each content area, student achievement and growth on AIMS Web and CMAS) - Staff Survey Results
2. Data-Driven Decision Making	-Uses data to refine or adopt new curriculum	-Uses individual and cohort assessment data for making curricular decisions	-Does not use assessments in curriculum and instructional decisions	-K-5 Grade Curriculum and Assessment Annual Report (e.g. scope and sequence for

		-Facilitates the modification of curriculum based on student performance measures -Supervises implementation of content area assessments (e.g. AIMS Web, CMAS)	-Lack of academic goals setting for individuals or cohorts	each content area, student achievement and growth on AIMS Web and CMAS) - Staff Survey Results

e. Exceptional Student Services: Coordinates K-6 Exceptional Student Services with SJBOCES and CSI ESS service providers and administrative unit personnel; Collaboratively creates and implements Multi-Tier Systems of Support (MTSS) and Response to Intervention (RtI) for all identified students, including Special Education, 504, Gifted and Talented, English Language Learners and other populations in need of remedial or advanced programming; Leads trainings for all staff concerning the requirements of Individual Education Plans, Advanced Learning Plans, 504 Plans, ELL Assessments and Progress Monitoring; Ensures progress monitoring Read Act and for all other academic areas K-6.

ESS Student Services	Exemplary	Required	Emerging	Evidence
1. Coordinates K-6 ESS Services with outside agencies, including San Juan Board of Cooperative Services	-Proactive in scheduling meetings -Prompt response to parent and teacher requests and student needs -Creates new contacts and partnerships as needed -Trains others and school	-Meets all deadlines and requirements for annual and triennial reviews -Engages with all necessary ESS service providers -Meets on regular basis with teachers to adjust instruction and interventions	-Meetings schedules are not clear -Difficulties getting all outside agencies involved	-Exceptional Student Services Annual Report (e.g. Parent IEP exit survey data, AIMS Web data, # of students, # off IEP, ELL, list of ESS service providers, list of trainings attended or held at school or in region, suggestions on improvements)
2. MTSS and RtI Processes	-Input from others; makes suggested improvements -Provides clear guidance, recording and supervision of identified intervention strategies and progress monitoring -Coordinates training or creates	-Facilitates Child Study Team process and procedures -Has commonly understood descriptions of Tier I, 2 and 3 practices -Institute clear process and forms for progress monitoring	-Child Study Team does not have clear process and procedures -No clear process for implementing Tier 1, 2 and 3 and intervention strategies -Not aware of new CDE and district requirements	-Exceptional Student Services Annual Report (e.g. Parent IEP exit survey data, AIMS Web data, # of students, # off IEP, ELL, list of ESS service providers, list of trainings attended or held at school or in region,

	leadership opportunities in others	-Attends workshops and bring back ideas		suggestions on improvements)
3. IEP and GT/ALP and 504 and ELL Plans	-Provides resources and education parents, teachers and in the region -Customizes IEP reflects the student's strength and of school unique feature -Students and parents identify goals and strategies	-Interventions align with student needs; goals appropriate, measurable and clearly achievable; roles and responsible well-defined -Coordination of transition to Middle School and from Early Childhood Programs	-Interventions not always aligned with student needs, roles and responsibilities not clear nor achievable	-Exceptional Student Services Annual Report (e.g. Parent IEP exit survey data, AIMS Web data, # of students, # off IEP, ELL, list of ESS service providers, list of trainings attended or held at school or in region, suggestions on improvements)

f. Family and Community Coordinator/School Culture: Produces School and Parent Newsletter; Provides instructional leadership and resources for Conflict Resolution- Social Justice, and School Culture,

Family and Community Coordinator/School Culture	Exemplary	Required	Emerging	Evidence
1. School and Parent Newsletter, Communication and Education	-Provides regularly scheduled parent communication and education that fits needs of school community	-Provides regular newsletter communication -Provides occasional opportunities for parent education and engagement	-Communications are irregular and no consistent	-School and Parent Communication Annual Report: (e.g. sample newsletters, parent education event agendas)
2. School Culture, Social Emotional and Character Building and Restorative Justice Programming	-Coordinates leadership to train other staff on social emotional and restorative justice programs; school culture positive and apparent to all -Collaborates with others	-School culture positive, students are respectful and problem solvers; staff and board consistently use similar protocols; fewer disruptive events	-School culture unpredictable; norms for students and staff and board unclear	-Parent and Staff Survey Results

Reports Due:

September: Academic Annual Report and Charter School Institute Annual Report (after Year 1) and Parent and Employee Handbooks

October: October Count Report and Self-Evaluation Plan

November: K-5 Grade Curriculum and Assessment Annual Report

December: Supervision Annual Report

January: Facility Annual Report

February: Technology Annual Report

March: School Accountability and other Committees Annual Report

April: Financial Annual Report and Parent and Staff Survey Results and School and Parent Communication Annual Report

May: Student Support Services Annual Report, Exceptional Student Services Annual Report
Input from Board of Directors of the Evaluation of Head of School

June: Final Evaluation of Head of School (UMU Executive Director